

Curriculum intent: With Languages you will go F.A.R (Fluent, Aware, Ready)

In Languages there is a constant focus on literacy, grammar and written skills; speaking and listening; reading and translation; phonics and vocabulary

	Autumn	Spring	Summer
Year 7	In the first term students will learn how to: Give their name, age and birthday Describe themselves and others in their family. Talk about relationships.	In the second term students will learn how to: Describe their appearance and the appearance of others with a particular focus on hair and eyes. They will also look at like and dislikes with a particular focus on free time activities.	In the third term students will learn how to: Say what they and others actually do in their free time. Describe their tastes in food and drink
Why?	We want them to learn vocabulary, including: numbers, family members, months, adjectives to describe looks and personality We want to introduce the key Spanish structures such as: Tengo (I have) Soy/Estoy (I am) Es / esta (he/she is) and tiene (he/she has) – all persons of Tener me llevo (I get on with) hay (there is/are) Adverbs muy (very) bastante (quite) connectives y (and) Agreement of adjectives with gender We will also focus on phonetics and using knowledge of phonemes and graphemes to complete dictation activities and read aloud tasks that mirror GCSE assessment.	We want them to learn vocabulary, including: adjectives to describe hair and eyes, sports and activities, adjectives to give opinions. We want students to further embed the key Spanish structures such as: Tengo/tiene/soy/es/ Agreement of adjectives We want to introduce them to further structures such as: llevo/lleva (to wear) adjective after the noun Infinitive constructions me gusta (I like) with jugar (to play) hacer (to do) ir (to go) connectives porque (because) negative no me gusta (I don't like) We will also focus on phonetics and using knowledge of phonemes and graphemes to complete dictation activities and read aloud tasks that mirror GCSE assessment.	We want them to further embed the vocabulary, including: free time activities We want them to learn vocabulary, including: food and adjectives to give opinions on food We want students to further embed the key Spanish structures such as: me gusta/me encanta / no me gusta / porque Revision of adjectival agreement We want to introduce them to further structures such as: Prefiero (I prefer), Odio (I hate) Verbs in the 3 rd person plural me encantan / me gustan Verbs in 1 st and 3 rd person juego / juega (play) hago / hace (do) voy/va (go) Adverbs of frequency Adjectives to describe food We will also focus on phonetics and using knowledge of phonemes and graphemes to

			complete dictation activities and read aloud tasks that mirror GCSE assessment.
How parents / carers can support	<p>Parents/carers can support by practising vocabulary and phonics with their child and helping them to research the Geography of Spain and Christmas traditions. Looking at a map of Spain and talking through your experience of visiting Spain would also support them. Parents/carers can further support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the Fluency Check speaking assessment and revising the Sentence Builders. In addition, they could help their child access Spanish television, films and books.</p>	<p>Parents/carers can support by practising vocabulary and phonics with their child and helping them to research Easter traditions and famous Spanish speaking people. Watching Spanish video clips or films would also support them. Parents/carers can further support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the Fluency Check speaking assessment and revising the Sentence Builders. In addition, they could help their child by watching Spanish sport or arranging a visit to Spain.</p>	<p>Parents/carers can support by practising vocabulary and phonics with their child and helping them to research family life in Spain and Spanish food. Trying Spanish dishes at home would also support them. Parents/carers could really support by organising a trip to Spain. Parents/carers can further support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the Fluency Check speaking assessment and revising the Sentence Builders.</p>